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ABSTRACT

The course is the first of a series of four courses which provide the student with the knowledge and skills necessary to become an effective child care aide. Planned for junior or senior high school students, the course focuses on employment requirements including appearance, attitudes, relationships with employer and co-workers, and the legal regulations that pertain to the aide. The scheduling and food requirements of young children in groups is included. The course is arranged in four instructional blocks: (1) orientation; (2) job, job etiquette, and the laws; (3) child day care center aide at work; and (4) daily food requirements. A bibliography and resource guide is provided, and an appendix offers sample forms, requirements, licensing and laws related to child care centers, and general instructions for observing in child care centers. (Author/MW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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CHILD CARE SERVICES I: THE CHILD CARE AIDE

Home and Family Education--6755.02

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CHILD CARE SERVICES I:

THE CHILD CARE AIDE

6755.02

Home and Family Education

Written by

Thea Ahrens

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1972

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COURSE DESCRIPTION

This is the first in the series of four quinmester courses which will provide the student with the opportunity to gain the knowledge and skills necessary to become an effective Child Care Aide. This course will focus upon the employment requirements of an effective Child Care Aide including appearance, attitudes, relationships with employer and co-workers and the legal regulations that pertain to the Aide. The scheduling and food requirements of young children in groups will be included.

ENROLLMENT GUIDELINES

This course is planned for any junior or senior high school student interested in working with young children in group situations. It is especially designed for those students hoping to gain employment in a Child Care Center as an Aide. The courses, Preface to a Life and As the Twig is Bent, would be helpful earlier experiences. Trusting Threes Through Fetching Fives is a prerequisite course. It is recommended that the students for this course be screened as to intent and chance of success prior to enrollment.

RATIONALE

Home and Family Education courses have long provided basic skills and competencies for the improvement of home living. Now, however, due to the dual role of women, the need for skilled workers in all areas of employment, the growth in the service occupations, and the earlier and increased needs of youth, it is recognized that Home Economics must aim toward gainful employment. This course is designed for those students interested in development for such employment.

FOREWORD

This course has been developed as part of a larger effort to bring Home and Family Education closer to the realities of the world of work. It is not intended to be used as the only prescription for teaching this intent, but rather as a guide to the teacher in meeting this realization. It is hoped that these activities and resources, as they are used by the teacher, will serve as the impetus to further ideas. This first edition is but a working copy; it is hoped that the teacher will add and revise it as it is used. This course of study was developed under the direction and leadership of Mrs. Martha Lee La Croix, Consultant, and Mrs. Betty Morrow, Teacher-Coordinator, Home and Family Education.

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MAJOR GOALS

1. Recognizing the need for skilled workers in the early childhood services, the student will identify the attitudes and competencies necessary to meet this need.

2. The student will analyze the laws and regulations related to work in the area of Child Care Services.

3. The student will plan the daily schedule for a Child Care Center taking into consideration the purposes of the center, the needs of the children attending, the physical plant, and the staff size and experience.

4. The student will relate knowledge of nutritional needs to those of young children in large groups.

BEHAVIORAL OUTCOMES

The student will be able to:

1. Identify the requirements that are necessary for an effective Child Care Center Aide.

2. Define the roles in which women and young people participate in the world of work.

3. Identify the purposes of centers established for the care and training of children away from home.

4. Differentiate between the characteristics of day care centers which offer quality care and those of centers offering only minimal care.

5. Examine the regulations concerning labor laws, withholding tax and Social Security as related to one's job.

6. Investigate job opportunities in Child Care Services and complete the necessary forms for job placement.

7. Interpret the relationship between physical appearance and success in the world of work.

8. Analyze effective relationships between an employer and an employee, including ethics required in working under supervision.

9. Describe the functions of the staff planning sessions in the Child Care Center.

10. Identify the factors to consider when outlining the schedule of activities in terms of learning and opportunities provided for the children in the center.

11. Analyze various schedules in terms of the purposes of the center, the needs of the children, the physical plant, and the staff size and experience.

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12. Help the children prepare for mealtime.

13. Apply knowledge of correct and attractive table settings to the serving of meals in the center.

14. Prepare for the nutritional needs of children in large groups.

COURSE CONTENT

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I. Orientation

- A. Course requirements
- B. Responsibilities of the Aide in the center
- C. Other members of the team
- D. Personal characteristics of a successful Aide, and methods of self-evaluation

II. Job, job etiquette and the laws

- A. Availability of jobs in childhood services
- B. Need for skilled Child Care Aides
- C. Orientation to the world of work
- D. Knowledge of the laws imposed by state and federal standards
- E. Six ways of getting a job

III. Child Day Care Center Aide at work

- A. Professional ethics
- B. Participating in staff planning sessions
- C. Daily activities at the center
  1. Routine to follow
  2. Flexible schedule
  3. Balance of activities
- D. Purpose of the center as related to needs of children

IV. Daily food requirements

- A. Basic food groups
- B. Menu planning for children's diets
- C. Food nutrients
- D. Simple dietary calculations

BEHAVIORAL OUTCOME: 1. Identify the requirements that are necessary for an effective Child Care Center Aide.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Note: It is recommended that potential Child Care Services students be screened to determine their intent and chance for success. The forms, Student Application and Health, Attendance and Disciplinary Record, are provided in the Appendix to aid in this process. A Child Care Aide has many responsibilities when working with children in Child Care Centers. Note: It is recommended that a manila folder be provided for each student to keep class materials for future reference. Recognition of personal qualities as related to success on the job leads to periodic self-evaluation.	Study and discuss together the opinionnaire, "Child Care Aide Job Analysis," found in Child Care Aide, Teacher's Manual. Discuss course requirements. Break into buzz groups to discuss, criticize, and/or add to course requirements. Put into a special folder. In Good Schools For Young Children, read the information related to teachers of early childhood education. Discuss how this is reflected in the duties of an Aide. Divide into groups of three. Compile lists of the personal qualities that will help in working as an Aide. Develop guidelines which might be helpful to an Aide when working in a Child Care Center. Each student should think of the qualities possessed that will help in working as a Child Care Aide. Write a one-page report telling why child care is being considered as a vocation.	Child Care Aide Teacher's Copy pp. 3-7 Leaflet: Requirements—Our Golden Rules Appendix Good Schools For Young Children pp. 103-106 Child Care Aide Unit I-3, "Personal Characteristic of the Child Care Aide", pp. A-15, A-16 Curriculum guide: Orientation to the World of Work: A Suggested Guide p. 112 Child Care and Development pp. 309-310, pp. 315-323 The Nursery School, A Human Relationships Laboratory Chapter 13 Leaflet: How Mature Am I? Appendix

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BEHAVIORAL OUTCOME: 1. Identify the requirements that are necessary for an effective Child Care Aide. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Make a checklist of personal qualities, both for appearance and personality, and rate someone in the class. Discuss results.	Curriculum guide: Orientation to the World of Work: A Suggested Guide "Personal Appearance Pointers For the Business Girl," pp. 84-85; "How Does My Posture Rate," pp. 88-89; "Personality Traits and Jobs," p. 33

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BEHAVIORAL OUTCOME: 2. Define the roles in which women and young people participate in the world of work.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Women and youth work outside the home both for economic reasons and for personal fulfillment.	Divide into six groups. Each group draws from a box a fictitious statement concerning women in the labor force, i.e., working women neglect their families. Participate in a session and report to class. Invite a panel of working and non-working mothers to discuss their roles with the class. Select a student moderator to lead mothers to formulate opinions regarding: Division of labor of household tasks Psychological effect on husband Personality and welfare of children Personal feelings of achievement and fulfillment	Curriculum guide: Orientation to the World of Work: A Suggested Guide pp. 44-51, Transparencies G and H, pp. 52-53
Education for employment as a Child Care Aide often equips a worker for employment in many other services.	Research and list as many jobs as possible that might be obtained as a result of training as a Child Care Aide. Determine the possibilities for summer employment in the community for each of the jobs researched. React to the statement, "Education for employment in Child Care Services can have additional benefits as preparation for parenthood".	Dictionary of Occupational Titles Curriculum guide: Handbook For Florida Home Economics Wage Earning Programs pp. 15, 16

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BEHAVIORAL OUTCOME: 3. Identify the purposes of centers established for the care and training of children away from home.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Parents send their children to child care centers for a variety of reasons.	List on the board some reasons why children may be placed in Child Care Centers. Discuss the pros and cons of sending a child to a nursery school or kindergarten. Read and briefly outline the history of pre-school development. Include the types of early childhood services available in most communities. Make a listing of the various Child Care Centers in the immediate community. Include the address, phone number, and any other pertinent information given. Then, divide a page into two columns and identify the centers listed as to type (public, private, etc.). Name of Center Type of Center State briefly what might be the purposes of each type of center.	Curriculum guide: Child Care Services: A Suggested Guide pp. 44-46 Child Care Aide Unit I-1, "What Is a Child Care Aide?" Good Schools For Young Children Chapter 6 Yellow pages of community telephone directory Child Care Aide Unit I-1, "Purposes of the Child Care Center", p. A-3 - A-5

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BEHAVIORAL OUTCOME: 4. Differentiate between the characteristics of day care centers which offer quality care and those of centers offering only minimal care.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A good child care program is based upon the needs of the individual children.	Student selected by class will read the criteria for a good child care center. List these on the board for discussion purposes. Show slides, "A Classroom Planned For Learning". Write briefly opinion on whether the classroom shown in the frames answered the criteria for a good center. Make a checklist to judge the qualities of a good Child Care Center. Visit a Child Care Center recognized as providing quality care and guidance. Evaluate it using the checklist. In groups of three, visit other centers and evaluate them. Select a Montessori school. a Headstart program, a public school kindergarten, a privately owned center. Present findings of visits to class for comparisons. Using the information on the goals of good schools, give an example of child behavior which illustrates progress toward achievement of each goal. View and discuss the film, A Pre-Kindergarten Program—Visit to New Haven.	Curriculum guide: Child Care Services: A Suggested Guide pp. 40-46 Slides: Early Childhood "A Classroom Planned For Learning" Curriculum guide: Child Care Services: A Suggested Guide "What To Look For In a Day Care Center", p. 60 Yellow pages, local telephone directory Good Schools For Young Children pp. 57-75 Film: A Pre-Kindergarten Program—Visit to New Haven

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BEHAVIORAL OUTCOME: 5. Examine the regulations concerning labor laws, withholding tax and Social Security as related to one's job.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Laws passed by the state and federal governments determine the type of work and hours of work allowed for persons under the age of 18.	Visit a library and research the Florida State Child Labor Laws. Compare to the Federal Child Labor Laws. Debate: Any person qualified to take care of children should be allowed to work in a Child Care Center, with no limitations imposed by age.	Pamphlets: The Florida Child Labor Laws in a Nutshell A Guide to Child Labor Provisions of The Fair Labor Standards Act Leaflets: Child Care Services and the Law Appendix
Before starting to work one must obtain certain credentials to satisfy the laws relating to employment.	Prepare a folder to include the following credentials, with a short paragraph detailing how to obtain each: A Social Security card/number Health certificate Birth certificate Work certificate, if under age Give folder to teacher for correction and comment.	Opportunities in Clothing Chapter 1 Community resources: Local Social Security office Public Health department County Clerk's office School Guidance department
A place of employment may offer benefits other than salary as remuneration for work.	Invite a director of a Child Care Center to discuss the fringe benefits offered in his center. Debate: Fringe benefits given to an employee cost less for the employer than if he increased salaries. Ask parents what fringe benefits they receive at their places of work, and compare.	Opportunities in Clothing pp. 20-22
"Take-home pay" differs from salary.	Ask a teacher from the business department to explain pay vouchers. Invite a certified public accountant to help in the preparation of a sample IRS form 1040 (if students have not previously done this activity in other classes).	

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BEHAVIORAL OUTCOME: 5. Examine the regulations concerning labor laws, withholding tax and Social Security as related to one's job. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Collect and compare samples of pay vouchers from various employers.	
Obtaining the credentials to satisfy the laws sometimes presents difficulties which may be partially overcome through practice in inquiry.	Role play or discuss situations in which various credentials may be obtained: Social Security number Health certificate Birth certificate Work certificate	

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BEHAVIORAL OUTCOME: 6. Investigate job opportunities in Child Care Services and complete the necessary forms for job placement.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Knowledge of possible job opportunities and requirements aids in considering choices for job preparation.	Using the yellow pages, select three local day care centers to survey. Study the samples of a telephone survey and a personal interview survey and discuss any changes desired. Prepare the survey form to be used, and make three telephone surveys and three personal interviews of child care centers. Clip several newspaper advertisements that show occupations suitable for women; for young persons; for either. Invite a resource person to discuss equal opportunity employment. Select a panel to discuss the pros and cons of the Women's Liberation Movement as it relates to employment opportunities.	Yellow pages, local telephone directory Leaflets: Telephone Survey Appendix Personal Interview Survey Appendix Newspapers, magazines Community resource: Florida State Employment Office
Knowing how to get a job helps to get one.	Discuss each of the six ways to get a job. Develop a collage on job-hunting to be placed on display in a library or main corridor.	Six Ways to Get a Job Curriculum guide: Orientation to the World of Work: A Suggested Guide p. 54
Specific information is necessary for job application.	Prepare a smaple resume for a position as a Child Care Aide. Discuss the differences between confidence and conceit as they relate to job success.	Opportunities in Clothing pp. 12-13

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BEHAVIORAL OUTCOME: 6. Investigate job opportunities in Child Care Services and complete the necessary forms for job placement. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Draw a job advertisement from a box. Write sample letters of application in response to the advertisement.	Opportunities in Clothing Chapter 1
	Complete three application forms: One application form with teacher assistance Second application, exchange and check in class Third application for the purpose of teacher evaluation	Teacher secure three types of application forms from three different firms
	Discuss the procedures used, and the ethics necessary in selecting job references.	Guide to Beauty, Charm and Poise pp. 326-327
	Role play situations that might occur between the job applicant and the person conducting the interview. Discuss elements of an effective interview.	Curriculum guide: Orientation to the World of Work: A Suggested Guide pp. 98-103
	Tape the one voted by the class to be the most effective.	Filmstrip: Preparing For an Interview

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BEHAVIORAL OUTCOME: 7. Interpret the relationship between physical appearance and success in the world of work.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
One's appearance and grooming is a reflection of self-regard, and a subtle flattery to those persons with whom one comes into contact.	Make a list titled What I Hate Most and include points of poor grooming observed in others. Use this list and develop a checklist for good grooming.	Pamphlet: Guide For Good Grooming Program Bulletin board idea: Curriculum guide: Orientation to the World of Work: A Suggested Guide, Appendix C, "As Others See You," p. 83
Our facial expression is the most important thing we wear.	Take candid pictures of class members. Use these candid camera shots to evaluate appearance as determined by the checklist for good grooming.	Curriculum guide: Orientation to The World of Work: A Suggested Guide, Appendix A, p. 80 See activities director or Audio Visual Department for school-owned Polaroid camera
Clothing must be suited to the work to be performed.	Read Guide to Modern Clothing and consider the effect of appearance on assuming and attaining success in the role of Child Care Aide.	Guide to Modern Clothing Chapter 1
	Study the flip chart of clothing suitable for a Child Care Aide, and write a brief opinion on why such clothing is suitable. or Evaluate transparencies of various clothing outfits in terms of their appropriateness to the Child Care Aide. Consider the likes and dislikes of children.	Teacher-made flip chart using pattern books, magazines, newspapers Curriculum guide: Employability Skills Guide For Work Experience Programs
Posture and facial expression indicate emotional health.	Invite a professional model to demonstrate the proper ways of standing, walking, sitting, going up and down stairs, stooping to retrieve something from floor.	Curriculum guide: Handbook For Home and Family Education pp. 1415-1416

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BEHAVIORAL OUTCOME: 7. Interpret the relationship between physical appearance and success in the world of work. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Try to imitate her, and ask her to correct any mistakes being made. Practice these procedures and have class evaluate personal progress after several weeks.	Pamphlet: <u>Posture on Parade</u>
	Use multiple-choice statements titled "How Does My Posture Rate" to determine knowledge gained from the professional model.	Curriculum guide: <u>Orientation to the World of Work: A Suggested Guide</u> "How Does My Posture Rate" pp. 88-89
A healthy body is essential to a Child Care Aide.	Listen to a Red Cross or school nurse talk to the class about personal hygiene and answer questions that may be asked. Relate to on-the-job activities of a Child Care Aide.	Community resource: American Red Cross
	Ask a physical education teacher to demonstrate for the class the simple exercises that may be used to keep the body in shape.	Physical Education Department
Proper care of face, hair, body, hands and feet are essential to one's overall appearance.	Arrange for a visit form a cosmetologist, or make a visit to a beauty salon, for a demonstration of proper facial care.	Community resources: Schools of cosmetology Vocational instructor of cosmetology
	Participate in a panel to show and discuss various beauty aids. Compare costs.	Obtain pamphlets from sales persons of cosmetics
	Observe demonstrations of the latest makeup application techniques. Volunteer to be part of a team to research for the demonstrations.	
	Discuss appropriate cosmetics for work.	

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BEHAVIORAL OUTCOME: 8. Analyze effective relationships between an employer and an employee, including ethics required in working under supervision.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
An employer has the right to a fair return on the money invested in you.	Pretend to be an employer. List as many requirements as possible that might be expected of an employee. Keeping in mind that the Child Care Center Director/Owner has made an investment of time and money in the employees, what should be expected in return? Buzz session topic: "What Makes a Real Career Girl?"	Opportunities in Clothing pp. 26-29
	List the business policies which should be explained to the employee on the first day of work.	Curriculum guide: Orientation To the World of Work: A Suggested Guide p. 114
A desirable social attitude requires the worker to be fair, cooperative, and courteous.	Use the situations in the Child Care Aide, p. A-17, to determine cooperation with fellow workers.	Child Care Aide Unit I-3
	Read "Cooperation of the Child Care Aide" and other staff members in the Child Care Aide, Unit II-1. Then answer questions 1-15 on pages A-22 - A-24 to turn in for teacher evaluation.	Child Care Aide, Unit II-1, "The Child Care Aide: A Member of the Team," A-19 - A-24
Success on the job depends most upon positive attitudes toward work.	View films on desirable employee characteristics. Relate the points made in the films to the attitudes necessary for employment as a Child Care Aide. Write a paper on "How to Get Along with the Boss." Remember that this boss or supervisor may be a man or a woman.	Films: How to Keep a Job Personal Qualities for Job Success

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BEHAVIORAL OUTCOME: 8. Analyze effective relationships between an employer and an employee, including ethics required in working under supervision. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Develop a survey questionnaire to use with five day care center directors in an effort to find out which qualities they like most and least in their Aides.	Pamphlet: <u>What Employers Want</u>
	Ask a vocational coordinator to attend class. Use the survey questions devised and ask the coordinator to make comments and corrections on the questions.	Diversified Cooperative Training coordinator Distributive Education coordinator Cooperative Business Education coordinator

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BEHAVIORAL OUTCOME: 9. Describe the functions of the staff planning sessions in the Child Care Center.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The Aide should participate in the staff planning and evaluating sessions concerning the center.	Read the information and answer the questions on staff planning sessions found in Child Care Aide. Develop a series of questions that an Aide might ask at the staff planning session. An example might be: "What provisions, if any, does the center make to isolate children who become ill?"	Child Care Aide Unit II-2, "Staff Planning Sessions" pp. A-25, A-26 Good Schools For Young Children Chapter 7
The Aide should become familiar with the number of staff members in a center and the particular duties of each.	List the titles of the various staff members and the duties each performs in the center in a typical day care center. Discuss the leaflet, General Instructions For Observing in Child Care Centers. Take a field trip to a nursery school to observe: Number of children in each group Ratio of boys to girls in each group Ratio of children to adults in each group Training and experience of the staff members	The Nursery School, A Human Relationships Laboratory pp. 58-66 Leaflet: General Instructions For Observing In Child Care Centers Appendix Curriculum guide: Child Care Services: A Suggested Guide pp. 182-183
Good staff sessions center around solving problems and increasing insights into the individual child's needs.	Identify behavior problems of children that might be the result of each of the following: The child feeling unwanted at home The child as one of a pair of twins The child as a "middle" child among the siblings The child with limited language development How might staff planning sessions be used to help children exhibiting behavior that could be a result of each of these conditions?	Good Schools For Young Children pp. 123-125

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BEHAVIORAL OUTCOME: 10. Identify the factors to consider when outlining the schedule of activities in terms of learning and opportunities provided for the children in the center.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The Aide should familiarize herself with every type of activity in the center and the underlying purpose of these activities in order to become proficient in performing her tasks.	Study the principles of curriculum planning and their relationship to the environment of the children.	Good Schools For Young Children pp. 118-120 Child Care and Development Chapter 19
	List the seven types of opportunities for learning and development provided for by activities in a center (given in Child Care Aide).	Child Care Aide Unit II-3, "Daily Activities at the Center," pp. A-29 - A-32
J. W. Lilienthal states: "Developmental tasks are those major common tasks that face all individuals within a given society."	List the seven tasks expected of a young child in our present-day culture (given in Good Schools For Young Children).	Good Schools For Young Children pp. 120-123
	Divide into seven groups and correlate a type of activity provided by the center with a specific developmental task. Discuss how these activities provide opportunities for children to accomplish the developmental tasks of their age range.	Good Schools For Young Children pp. 135-140
Young children can function without stress when specific guides are followed in planning a daily schedule.	Study and outline the guides for good scheduling (given in Child Care Aide). Discuss how these guides complement the activities for learning.	
Activities in the center are built upon the knowledge that each child dis-orients himself from the world, then strives to re-orient.	Beginning with age two, predict the patterned changes of behavior which occur through age five.	Child Care and Development Chapter 7
	Review briefly the periods of equilibrium and disequilibrium and determine how these developmental behaviors are taken into consideration in the learning activities provided in the center.	Child Care and Development pp. 4-9, 100-105 Leaflet: How the Child Responds Film: Little World

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BEHAVIORAL OUTCOME: 11. Analyze various schedules in terms of the purposes of the center, the needs of the children, the physical plant, and the staff size and experience.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The physical set-up of a center provides space for each activity needed for the development of the children.	View again and discuss the slides of "A Classroom Planned For Learning." List the different learning centers shown in the slides. Take a pretest on the four areas of human development: physical, emotional, intellectual, and social. Read to review necessary material. View the frames titled "Focus On Development" and observe how each area of human development is served. Prepare a matching chart: In Column A, list the learning centers and in Column B the areas of human development. Match the developments with the learning centers. (View the frames again if necessary.) Draw a diagram, to $\frac{1}{4}$" scale, of the indoor space of a day care center, and divide the space into each of the learning centers. Have the teacher check the size and location of the learning centers.	Slides: Early Childhood "A Classroom Planned For Learning" The Developing Child Chapters 10-12 Slides: Early Childhood "Focus on Development" The Nursery School, A Human Relationships Laboratory Chapter 6
Most programs for young children have certain commonalities in the activities provided.	Discuss this quotation as a definition of a good nursery school: "The children only play and don't really learn anything." Copy the information on the transparencies (made from Child Care Services: A Suggested Guide). These are informational items and attitudes taught in a nursery school. Relate these items to points made in defense of the statement that children only play.	Good Schools For Young Children pp. 135-143 Teacher-made transparencies of information from Child Care Services: A Suggested Guide pp. 185-186

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BEHAVIORAL OUTCOME: 11. Analyze various schedules in terms of the purposes of the center, the needs of the children, the physical plant, and the staff size and experience. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Activities must be balanced between structured and unstructured, active and quiet times, large group and small group, and over all, remain flexible.	Observe a committee of students selected by the teacher using the resource unit from Child Care Services: A Suggested Guide to teach the concept of "apple."	Curriculum guide: Child Care Services: A Suggested Guide pp. 158, 186-188
	Develop a schedule giving the percentages of time devoted to each activity. Follow the suggestions on the handout sheet from Child Care Services: A Suggested Guide.	Curriculum guide: Child Care Services: A Suggested Guide p. 222
	Develop a flexible time schedule for three hours of activities beginning at 8:30 for a 3-year-old girl and boy.	Child Care and Development pp. 307-308
	Develop a schedule for a 5-year-old girl and boy. Cite the reasons for any changes made in the schedule. (Schedule must still cover three hours beginning at 8:30.)	Curriculum guide: Child Care Services: A Suggested Guide pp. 223, 234
	If possible, volunteer as an Aide in a center for children aged 2-5, and observe the schedule of activities followed in that center. Report back to class.	Community resources: Kindergartens in public schools Church nurseries Headstart programs

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BEHAVIORAL OUTCOME: 12. Help the children prepare for mealtime.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
How a child feels when he comes to the table affects both his attitude toward eating and his appetite.	Define quiet play and give at least three examples of activities that are suitable before mealtime. Demonstrate clever ways to bring a group of ten children, ages 2-5 to the table. Give possible solutions to mealtime problems such as: Johnny and Joey begin climbing on their chairs. Karen refuses to eat. Ann does not use her silverware.	Child Care Aide Unit V-1, "Children's Food and Eating Habits" pp. A-89 - A-90
Habits of personal cleanliness are stressed especially in relation to food and eating.	Demonstrate, as though for a child, the correct way to wash hands before eating. Discuss: It is a good idea to feed the child who eats more slowly than the others.	Child Care and Development Chapter 10
Feeding behavior problems may be caused by the Aide who only wants to help.	Survey the most common feeding problems, and suggest possible solutions. Debate: A child who does not clean his plate cannot leave the table.	
E. Harms states that, "regardless of different backgrounds and experiences, children show a similar pattern of development in their religious concepts."	Listen to a student who has researched the development of moral concepts in the young child.	Good Schools For Young Children Chapter 13
Saying grace at mealtimes is one way of helping children develop appreciation and thankfulness.	Discuss the pros and cons of the separation of church and state in relation to the mealtime of young children. Develop some practices in saying grace at mealtime that might be acceptable to all faiths.	

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BEHAVIORAL OUTCOME: 13. Apply knowledge of correct and attractive table settings to the serving of meals in the center.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
An attractively set table helps a child enjoy his meal.	List on the board the guidelines to setting an attractive table.	Child Care Aide Unit V-2, "Children's Food and Eating Habits" pp. A-91 - A-93
	Select a picture from a magazine to illustrate the aids and guidelines for setting an attractive table.	Magazines Pamphlets on table appointments
The foods to be served determine the table setting to be used.	Pick a sample menu from a box and diagram the place setting which is correct for that menu.	Teaching aid: Project Head Start Nutrition Kit
	Plan menus and practice making a variety of table settings for a variety of menus.	
	Exchange the planned menus and have other students diagram the setting for that meal.	
	Students work in pairs to plan a children's menu and diagram a correct or incorrect place setting for that menu. Exchange the menus and place settings, make corrections, and return.	Child Care and Development Chapter 10 Learning about Children p. 192
Relationship of a child's creative expression to decorating the table increases the child's interest in mealtime.	Design a simple centerpiece.	Art Activities for the Very Young pp. 48-50, 74, 77
	Make a centerpiece that might be simple enough for a young child to prepare. List the materials needed, and the directions necessary to complete this centerpiece.	
	Develop a centerpiece idea that all of the children could construct together, i.e., a flower garden, a circus ring.	

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BEHAVIORAL OUTCOME: 14. Prepare for the nutritional needs of children in large groups.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The kinds of food eaten by young children are more important than the amounts.	Review the food nutrients and the function of each. Relate to the Basic Four food groups. Read at least one reference on the nutritional needs of children and techniques to develop good eating habits. Study and discuss the material offered in the Child Care Aide, Unit V-3, entitled "You Are What You Eat." Discuss these topics: How food tastes develop Portions appropriate to children The importance of color in food The role of finger foods How to introduce new foods The nutritional value of snack time The "appetite cycles" in children Using the chart on page A-96 in Child Care Aide make a marketing list for ten children for this menu: Fish sticks Macaroni and cheese Carrot sticks Stewed tomatoes Apple sauce Whole wheat bread and butter Milk Identify the major nutrients in each of the foods listed above. Answer the questions from Child Care Aide, pp. A-99 and A-100 for teacher evaluation.	Child Care Aide Unit V-3, "Children's Food and Eating Habits" pp. A-95 - A-100 Introductory Homemaking pp. 293-296 Child Care Aide Units V-5 and V-6, "Children's Food and Eating Habits" pp. A-105 - A-112 Introductory Homemaking pp. 293-296 Mealtime Child Care Aide pp. A-99, A-100

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BEHAVIORAL OUTCOME: 14. Prepare for the nutritional needs of children in large groups. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Children are interested in learning about foods they eat.	Prepare flash cards of each food in a sample menu to be used to interest children in the foods they eat. Plan a lesson to be used by or with children in a center for the purpose of acquainting them with the value of some of the foods they eat. Develop plans in which children could participate in food preparation, i.e., instant pudding, gelatin. Listen to a student report on special projects where children cook in kindergarten (such as in Broward County). Invite a cook from a child care center to talk about quantity food preparation for children.	Magazines Books Curriculum guide: Child Care Services: A Suggested Guide pp. 186-188

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Little World. Health and Welfare Materials Center, 10 East 44 Street, New York, New York 10017.

Personal Qualities For Job Success. 11'BW. Coronet Films. #1-00580. Dade County Schools.

2. Filmstrips

Preparing For An Interview. #83192. J. C. Penney Company, Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019. $4.25.

AUDIOVISUAL MATERIALS, Continued

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3. Slides

Early Childhood. Quill and Childhood Resources, Inc., 1150 Connecticut Avenue, N.W., Washington, D. C. 20036. Available through D. C. Heath and Company, P. O. Box 209, Ft. Lauderdale, Florida 33302. Three part series of slides and cassettes. $145.00

Includes:
"A Classroom Planned For Learning"
"Art Activities"
"Focus on Development"

TEACHING AIDS

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APPENDIX

STUDENT APPLICATION
for
CHILD CARE SERVICES PROGRAM

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PERSONAL INFORMATION

Date _____

_____ _____ Phone _____
Name Social Security No.

Age _____

_____
Home Address

_____ _____ _____ _____ _____ _____
Birthday Height Weight Homeroom Grade - Section ID Number
Month Day Year

_____
Explain any physical handicaps such as weak eyes, poor hearing, seizures, etc.

_____ _____ _____
Father's name Occupation Where employed

_____ _____ _____
Mother's name Occupation Where employed

_____ _____ _____
Guardian Occupation Where employed

SCHOOL

What prompted your interest in this program? _____

_____

Are you financially able to remain in school until graduation? _____

What high school subject do you like best? _____ Why? _____

_____

In what subject do you make your best record? _____

How many school credits have you earned in the following: Language Arts _____, Mathematics _____, Science _____, Social Studies _____, Physical Education _____, Foreign Languages _____, Business Education _____, Home and Family Education _____, Industrial Arts _____, Others _____.

Student Application, Continued

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In what school activities have you participated? _____

_____

How do you spend your leisure time? _____

What is your hobby? _____

Do you intend to go to college? _____

How many days were you absent last year? _____ Why? _____

How many days have you been absent so far this year? _____ Why? _____

Do you get along well with others or do you prefer to be alone? _____

Have you discussed this program with your parents? _____

Are you working now? _____ Where? _____

OCCUPATIONAL INFORMATION

Are you interested in (a) getting a job now? _____ or (b) training for future work? _____

If you have ever been employed, fill in the following:

Employer	Address	Dates	Type of Work
_____	_____	_____	_____
_____	_____	_____	_____

What type of occupation do you desire training in? 1st choice _____

2nd choice _____

I shall do my part in assisting my child to fulfill all obligations to the programs, including regularity of attendance and maintaining a satisfactory scholastic standing.

_____ _____

Parent's signature Date

_____

Student's Signature

_____

Insert a picture here

_____

HEALTH, ATTENDANCE AND DISCIPLINARY RECORD

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CONFIDENTIAL

Student's name _____ Date _____
Last First Middle

Home room _____ Counselor _____ Grade level _____

Health Record:

Date of birth _____

Physical Disabilities:

Other pertinent factors:

_____
Signature of Health Official

Attendance:

	Days Abs.	Days Tardy	Unexcused Abs.
Freshman	_____	_____	_____
Sophomore	_____	_____	_____
Junior	_____	_____	_____

Suspensions for truancy:
___yes ___no indicate year (s) _____

Other pertinent factors:

_____
Signature of Attendance Official

Disciplinary Actions:

Detentions: very often _____
often _____
seldom _____
never _____

Primary reason(s) for disciplinary action:

Suspensions for disciplinary reasons: How many? _____ why? _____

Other comments:

_____
Signature of Dean or
Assistant Principal

REQUIREMENTS—OUR GOLDEN RULES

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YES—

Develop a positive self-concept. If you think well of yourself, and act it, others will think well of you also.

Be courteous to others. Poor manners close doors to you.

Share yourself. You have knowledge and talents someone else has not.

Be clean. Groom yourself and your surroundings.

Be responsible for your actions. Defend your position when you have facts, and be open-minded when you have opinions.

Be on time, with your presence, your assignments, your help.

NO—

Food in class.

Unexplained absences.

Unreasonable tardies, before and between class periods.

Articles left out, not put away.

RELATING TO THE COURSE—

Keep notes. You are responsible for every assignment, absent or present.

1. Title your notes for identification.
2. Date your notes for proper order.
3. Star (*) notes that are most important information.
4. File notes according to Job, Informational, References, Assignments, and Make-up Work.

Your time is valuable—use it well—I will not take you by the hand and lead you, but I will recognize an age-old axiom: One hand washes the other.

Child Care Services And The Law

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LICENSING

The State Division of Family Services does not license pre-school educational programs; that is, nursery schools and kindergartens, which enroll children from three to six years of age for less than four hours a day.

The State Division of Family Services does license facilities which provide for the group day care of children in only three counties in the state, namely, Dade, Duval and Orange, in which are located, in the same order, Miami, Jacksonville and Orlando. Such a facility located in one of these counties must have a license issued by the State Division of Family Services in order to operate.

The Group Day Care of Children is defined by the Division as a program or facility, whether non-profit or commercial, which provides for the care and development of six or more children, two through six years of age, away from home, for a period of four hours regularly during the day time. Older children may also be cared for after school hours. This applies no matter what the facility names itself—kindergarten, nursery school or school and regardless of whether or not it has a pre-school educational program even with accredited teachers.

Licensing includes a sanitary inspection by the local Health Department and where indicated, a fire inspection by the local Fire Department. Licenses are re-issued annually. In Dade and Orange counties, nursery schools and kindergartens too must pass a sanitary inspection by the County Health Department and in the City of Miami, day nurseries, nursery schools and kindergartens must pass a fire inspection by the Fire Department.

If you plan to establish a program to provide for the group care of children in Dade, Duval or Orange counties, telephone or write the District Office; in Dade county, to make an appointment, the location of the District Office is P. O. Box 634, Biscayne Annex, Miami. 33152 (377-3751).

FEDERAL LABOR LAWS

1. Students enrolled in cooperative vocational education and receiving on-the-job training are subject to the provisions of all local, State and Federal labor laws, unless exempt by special application and approval.
2. The principal kinds of regulations pertain to: (1) age restrictions; (2) minimum wages and overtime pay; (3) hours of work; (4) hazardous occupations; (5) insurance; and (6) minimum wage exemptions for student-learners.
3. Information on labor laws should be obtained from the regional office of the Wage and Hours and Public Contracts Division of the U. S. Department of Labor, and from the appropriate State Department of Labor.

The Fair Labor Standards Act provides minimum age and overtime standards, requires equal pay for equal work regardless of sex, and contains certain child labor standards.

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Wages. The minimum wage rate for employment covered prior to the 1966 Amendments to the Fair Labor Standards Act is $1.60 per hour. Some workers who were newly covered as of 1966 must receive $1.30 minimum, but will be subject to the $1.60 minimum by February 1, 1971. The law requires not less than time and one-half for all hours worked in excess of 40 per week, except in the case of agricultural workers. Students, unless exempt, are subject to the minimum wage and equal pay provision.

Special Minimum Wages. Most employers pay cooperative vocational education students not less than the statutory minimum for their on-the-job training and have not found it necessary to apply for the special student-learner minimum wage rates. When exceptions are requested, they are not approved if:

1. The occupation does not require a sufficient degree of skill to necessitate a substantial learning period.
2. Another worker is displaced.
3. Wage rates or working standards of experienced workers would be depressed.
4. The occupational needs of the community or industry do not warrant the training of students at less than the statutory minimum.
5. There are serious outstanding violations of the Fair Labor Standards Act.
6. The number of students at certificate rates is more than a small proportion of the establishment's working force.

Special minimum wage certificates for students contain:

1. Age: At least 16
2. Wage: Not less than 75% of the statutory minimum.
3. Hours: In general, the hours of work permitted at certificate rates plus the hours of school instruction (not including study hall, homeroom and activity periods with no academic credit) may not exceed 40 hours a week. If school is not in session, such hours of employment training may not exceed 8 a day or 40 a week.
4. Records: Each student paid certificate rates, and his occupation and rate of pay should be identified in the payroll records, which should also note when additional hours are worked at certificate rates because school was not in session. The application should be retained for 3 years.
5. Application: An application for a special minimum wage certificate is filed for each student with the regional or district office of the Wage and Hours and Public Contracts Division. It is signed jointly by the employer, a school official, and the student. Among other things, it gives information on: the employment training and related school instruction to be provided, the certificate rates needed and for what period of time, and the age of the student.

Responsibilities of the employer:

1. Each minor in his employ has procured an appropriate employment or age certificate and that the minor is of the proper age for the occupation and hours for which employed. Parents as employers are not exempt.
2. Must keep on file in his establishment a copy of such a certificate as long as the minor is in his employ. Expiration dates must be checked frequently.
3. Minors in his employ do not, with or without his knowledge or consent, engage in hazardous occupations prohibited to certain young workers.
4. Has the responsibility and obligation to himself and his industry group to recruit and train new workers.

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Workmen's Compensation Insurance

An employer's Workmen's Compensation policy covers minors, whether they are legally or illegally employed. Workmen's Compensation rates cannot be increased by the employment of young workers. If an illegally employed minor is injured on the job, his employer may be required to pay him penalty compensation.

Age Certificates: All minors 16 or 17 years of age, employed in any gainful occupation are required to have an age certificate except when employed in domestic service in private homes, in farm work or in the occupations hereinafter described as street trades (shoe shine, paper delivery).

How does a minor obtain a certificate? First obtain a promise of employment in writing from an employer, stating the nature of the employment offered and the hours of the day to be employed. Accompanied by his or her parent or guardian the minor must apply in person for the appropriate certificate to the County Superintendent of Public Instruction or such other person as may be designated by him to issue certificates. The promise of employment, proof of age, perhaps a health certificate may be required.

Minors 16 or 17 years of age may be employed between 5:00 A.M. and 10:00 P.M. They may not be employed for more than five hours at a time without an interval of at least thirty minutes for a lunch period.

Who Enforces the Child Labor Law?
The Florida Department of Commerce and its agents, all sheriffs and other law enforcement officers of the State of Florida or of any municipality of the State, and attendance assistants of the State Department of Education, are required to enforce the Child Labor Laws.

TELEPHONE SURVEY

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Child Care Center _____

Address _____ Phone Number _____

Tell your name.

Tell who you are: student (high school), gainful employment class in Child Care Services.

Ask for operator or head teacher. (If the operator or head teacher did not answer the telephone, repeat above information when he answers.) Ask if he will please help you with a class survey to determine the need for trained workers in this area.

1. How many children are enrolled? _____

2. How many staff members are employed? _____

3. Please tell me how many of each you employ:

   teachers _____

   teacher aides _____

   cooks _____

   maids _____

   others _____

4. Do you feel that there is a need for people trained in child care service in this area? _____

5. What are some of the qualifications you look for in hiring an employee?

   _____

6. What are the health regulations affecting employment? _____

7. What is the minimum age you would consider in hiring a trained worker? _____

8. Do you pay the minimum hourly wage? _____

9. Do your workers wear uniforms? _____

   If so, do you furnish them? _____

Thank you for your helpful information.

Hang up.

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PERSONAL INTERVIEW SURVEY

Name of Child Care Center _____

1. Tell your name.
2. Tell who you are: student (name of school), gainful employment class in Child Care Services.
3. Tell what you want. Then ask:
   a. What are the working hours? _____
   b. How many days a week do employees work? _____
   c. Are employees paid by the hour or a regular salary? _____
   d. Are employees paid by the week, every 2 weeks, or by the month? _____
   e. How do employees earn pay raises? _____
      How often? _____
   f. Are employees covered by:
      Social Security _____
      Workman's Compensation _____
      Hospitalization Insurance _____ Kind _____
      Life Insurance _____
   g. Do employees get a paid vacation? _____ How long? _____
   h. Do employees get a morning or afternoon "Break"? _____
   i. Do employees havea lunch hour? _____
   j. Are lunch meals furnished for the employees? _____
   k. What opportunities are there for promotion? _____
      _____
4. Ask for a tour of the Child Care Center.

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GENERAL INSTRUCTIONS FOR OBSERVING IN CHILD CARE CENTERS

General Instructions for Students

1. Notebooks with stiff backs or clipboards are necessary. Notes should be taken as behavior occurs.

2. Record notes at the time the observations takes place. Do not rely on memory.

3. Do not take notes when you are working directly with the children on an assigned activity.

4. Be on time and do not be in too great a hurry to leave. Doing a few extra things may make a better day tomorrow for both children and adults. Always tell the group teacher when you are leaving. She may think you are watching the children.

5. Be alert and interested. Try not to interfere in a child's activity. Interference is necessary, of course, if such activity is endangering him or some other child.

6. Do not be afraid to go ahead. You may make mistakes but that is better than not moving when it is necessary.

7. Generally it is a good policy to withhold assistance from a child until he requests it or shows that he needs it. Often a reassuring "You can do it yourself" is all that is needed. Too much help hinders learning; too little help, when needed, discourages the child in his efforts. Be ready to help whether he asks for it or shows by other behavior that he needs it. There are times when he may be too tired to do things which he does readily on others days. Maintain a flexible attitude; adjust to the situation.

8. Do not be upset if some child does not cooperate or if he fails to respond to your approaches. It could be for a variety of reasons. Try a different approach the next time. Study the child and discuss your problems with the instructor.

9. If you have not worked with young children, you will be surprised when you learn how interesting they are. Have a happy face, a pleasant voice, enjoy the children and they will respond to you.

10. Children should be allowed to settle small difficulties by themselves. A young child should not be allowed to interfere unduly with the activities of others nor to endanger the safety of individuals or the group.

11. Be kind but firm in any instance where you step in to straighten out a difficulty. Report to the teachers what you have said or done in unusual situations.

12. Read your assignment carefully before going to class and have the things you want to look for clearly in mind.

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13. As an observer you must keep in the background. Use your eyes and ears and do not follow the child with your whole body.

14. Sometime it will be necessary, when observing a specific child, to follow him as he goes about his activities. You should stay close enough to be able to hear clearly and to see his facial expressions but do not get so close that you interfere.

15. Guard against grouping with other adults. No more than two students should be in one place at one time. Adult conversations should be kept at a minimum and should never relate to the children or their activities.

16. Observe professional ethics. For students to understand children, it is necessary that instructors and students discuss them frankly. It is important, however, that children should never be quoted outside the child guidance class.

Recommendations for student behavior:

DO

1. Listen carefully to any instructions before your visit.
2. Sit in a low chair outside the activity area.
3. Make notes on questions you may have and discuss later.

DO NOT

1. Talk to other observers or teachers.
2. Engage the children in conversation. If a child addresses you, reply briskly and courteously.
3. Move around through the rooms or hover over the children.
4. Laugh at the children or their activities. Reserve your comments for the classroom.

Suggested Assignments

1. Observe the one child and write a detailed account of that child's activities for 10 minutes. Make a record accurate and objective.

2. Choose a second child who is very different from the first in appearance, action and activity interest. Make a 10 minute record.

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HOW THE CHILD RESPONDS

(To be used with "Equilibrium and Disequilibrium". Page 5 in Child Care and Development.)

At 8 months —— Most respond to "bye-bye," "pat-a-cake," friendly, can handle things pretty well, begin to creep. Is very satisfied—also can learn to understand "no-no." Says "da-da."

At 10 months —— Creeps, some are walking. Acts "strange" with strangers. Loves "peek-a-boo and being chased as he creeps. May want to be fed standing up. May want to use his spoon, which slows up feeding. (Let him stand, securely fastened, give him a spoon of his own)

At 15 months —— Dart and dash and fling. "No-no" has little effect. Gets into everything. Loves to put one object inside another endlessly—bottle and poker chips or clothes pins. Some will sit on toilet, some drinking from a cup. Will cooperate in dressing. Easily diverted and amused.

At 18 months —— Child moves in reverse—"come here"—he runs away. Put something in wastebasket, he'll be most likely to empty what's there. Now can walk away from him and he'll come running. "No" is chief word. "Now" is most important to him. He is fond of objects and treats other people as objects—will be as likely to step on a person as on a toy. Do not call him—he will not come. Use simple one-word commands; "look"—"toilet"—"out." He is quite temperate; expects very little. Do not call him "bad"—be creative—if he is doing something you don't want him to do—you crumple paper or dance a jig in another part of the room to divert him.

At 2 years —— Breathing spell. Motorskills are better. Speech and understanding better. Makes fewer demands. Still cannot be made to share, but, if directed, will substitute a toy. Is loving and affectionate.

At $2\frac{1}{2}$ years ——

1. Rigid and inflexible. Wants it now—everything just so, in its proper place.
2. Domineering and demanding. He gives orders. He makes decisions.
3. Violent emotions—"I will—I won't" "go out, stay in." A decision on clothes can last all morning, because the child is torn in decision making.
4. Perseverance—wants to go on with whatever he is doing. Must help pick up toys, etc.

At 3 years —— Conformity. Likes to give as well as take. Will share—uses "we" frequently. Is better balanced within self—easy to have around. People are important to him. Feeds himself, toilet trained except for few accidents. Wants to please mommy.

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At 3½ years —— All mixed up again. Coordination is poor again. May stutter, stumble, fall, etc. May say he "can't hear," "can't see," may blink eyes, bite nails, masturbate, pick nose; will whine, ask questions, for security: "Do you love me?" Wants exclusive attention.

At 4 years —— "Out of bounds." Hits, kicks, runs away, throws stones, etc. Picks up profanity—uses bathroom terms often. Will rhyme them with other words. Is defiant, boasts, swaggers, shows off. His imagination—not lying, just knows no limits—extends play areas. Find someone to visit by himself. Physically active.

At 5 years —— Motor development is good. Separation of sex; easy to get along with; needs little supervision. Stays busy for longer period of time. Can be reasoned with; puts words and actions together easily.

At 5½ years and 6 years —— Behavior breaks up again—is antagonistic, aggressive, and contradicts himself—"okay" then "no" follows each other. Defiant of mother authority. What friends do is important.

at 6½ years —— A joy again. Comfortable within himself, friendly, helpful, willing, well adjusted, well balanced.